

**The Department's Educational Philosophy**

The study of a language that is not our own provides new opportunities to communicate with speakers of other languages, understand how others think and express their thoughts, perceive the world around us differently, and enhance our appreciation and understanding of ourselves and of others.

Because of the unique rewards of this discipline, we believe that all students should become proficient in at least one language other than English. We believe that language learning is a lifelong undertaking that ideally should begin in elementary school and continue beyond high school. We believe that the study of language cannot be separated from the study of its culture, including daily living, history, literature, and the arts. We believe that there are natural connections between the study of language and other disciplines. We believe that language learners should interact with other speakers of the language locally and globally.

Our philosophy parallels that of the Massachusetts Foreign Languages Curriculum Framework and the national Standards for Foreign Language Learning.

**Guiding Principles**

***All students of modern languages should:***

- Develop proficiency in the target language through listening, reading, viewing, speaking, writing, and presenting in the target language.
- Develop an understanding of the target culture – its daily life, history, literature, arts, mathematics, and science.
- Develop insight into languages and cultures through comparison and contrast.
- Acquire information in and make connections with other disciplines, such as the arts, English, history, social studies, and science.
- Communicate with local and international speakers of the language.
- Develop critical and creative thinking, organizational, cooperative, and study skills.
- Use technology as a tool for communicating, developing language skills, and accessing authentic cultural material from around the world.

## SPANISH I

**Course Frequency:** Full-year course, five times per week

**Credits Offered:** None

**Prerequisites:** None

### **Background to the Curriculum**

The 7 - 12 McDougal Holt *Avancemos* program was adopted and phased in beginning in September 2011. The program was reviewed and selected by a committee of grade 7 - 12 Spanish teachers.

The Spanish I curriculum is aligned to national and state standards.

### **Core Topics/Questions/Concepts/Skills**

**Vocabulary for Communication:** Students will learn how to make greetings and introductions; express how someone is feeling, their age, and where one is from; express likes and dislikes; give the current time and at what time; discuss schools supplies, classes, schedules, and after school activities; where people are going; express ownership; discuss activities/express what people do and don't do and what they have to do; describe people and things; talk about where people and things are located; the days of the week; express frequency of action; negation of action; describe routines; talk about the weather and the seasons; ask and give the date; talk about family members and activities; discuss common problems and give advice; discuss clothing and shopping; talk about places and events; how to get around town; talk about different meals and foods; order food in a restaurant; make requests; the table settings; numbers 1 through 1,000,000; describe a house and household items; indicate the order of things; talk about household chores and responsibilities; plan a party; tell a friend what to do; talk about sports; talk about whom you know; talk about what you know; talk about parts of the body; make excuses; talk about staying healthy; talk about past events; use current technology vocabulary; talk about a series of events; talk about indefinite or negative situations; places of interest; phone etiquette; extend invitations; discuss daily routines; talk about a typical day and what you are doing; talk about grooming; talk about your daily routine while on vacation; talk about buying souvenirs; talk about vacation activities.

**Structure for communication:** the Spanish alphabet; subject pronouns; common question words; definite and indefinite articles; the gender of nouns, making nouns plural, agreement of adjectives and nouns, possessive adjectives; demonstrative adjectives and pronouns; direct and indirect object pronouns; possession or ownership with *de*; using the verbs *gustar* and *encantar* with nouns and infinitives; the present tense of regular *-ar*, *-er*, and *-ir* verbs; the verbs *estar*, *ser*, *tener*, *tener que*, *ir*, *venir*, *hacer*, *poner*, *salir*, *conocer*, and *saber*; weather expressions with *hacer*; idioms with *tener*; the preterit tense of regular and irregular verbs;

common stem changing verbs; expressing future action with *ir a infinitio*; common reflexive verbs; the present progressive; informal commands; using negative words and expressions of frequency; the contractions *al* and *del*; the personal *a*; and comparative expressions and expressions of equality

Culture for Communication: select topics and vocabulary related to the cultures of Spain, Mexico, Florida (Cuban American culture), Texas (Mexican American culture), Ecuador, the Dominican Republic, Argentina, and Costa Rica. Other topics include common Hispanic names, predominant religious groups, educational practices and norms, home and family life, the Latino concepts of time and punctuality, social life, geography, weather and seasons, transportation norms, meeting and dating practices among young people, practices regarding eating meals and the names of certain regional foods, shopping and fashion, international currency, unique and/or regional festivals or celebrations

Skills for Communication: reading, writing, listening and speaking

### **Learning Objectives**

*By the end of the course, successful Spanish I students will:*

- 1) Communicate through reading, writing, listening and speaking at the appropriate level of proficiency;
- 2) Incorporate the afore-mentioned vocabulary and structures in their communication;
- 3) Compare and contrast this vocabulary and these structures with those of the English language;
- 4) Demonstrate an understanding and appreciation of the cultures of the Hispanic regions studied;
- 5) Be able to compare and contrast these cultures with their own;
- 6) Be able to make connections to other disciplines, specifically science, English, social studies, history, art and music

### **Assessment**

Assessment is an integral part of World Language instruction and learning. Modern language students are assessed in a variety of ways: homework, written tests and quizzes, oral proficiency tests, compositions, journal writing, projects, and oral presentations. When appropriate, students are encouraged to incorporate technology in their written assignments, projects and presentations. Due to the building block nature of language learning, homework is assigned nightly to reinforce class work. Students are encouraged to participate in the classroom by using the target language individually, in pairs, and in groups. The culminating assessment in grade 8 evaluates the four major modern language skills: reading, writing, listening and speaking.

## **Materials and Resources**

### Print

- Gahala, E., Carlin, P., Heining-Boynton, A., Otheguy, R., and Rupert, B. Avancemos 1a and 1b Textbook and ancillaries. Austin, Texas: Holt McDougal, 2010.
- Avancemos 1a and 1b. Cuaderno de práctica por niveles Revised. Austin, Texas: Holt McDougal, 2010.
- ¿Qué tal?. Scholastic Magazine Subscription
- Variety of Spanish Children's Books

### Other audio/video resources

- Avancemos 1a and 1b. Audio Program. Austin, Texas: Holt McDougal, 2010.
- Avancemos 1a and 1b. Video Program. Austin, Texas: Holt McDougal, 2010.
- Various cultural and grammatical videos appropriate to thematic units.